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ABSTRACT

Policy suggestions of the Washington State Commission on Mexican American Affairs for 1984 and 1985 are outlined in this two-year comprehensive plan. First, facts about the commission's membership, budget and purposes (as well as general data on the Hispanic population of Washington) are presented. Next, seven issue statements are provided, each of which focuses on problems of Washington Hispanics in one of the following areas: immigration; employment and business development; primary secondary education; postsecondary education; voter registration; the Hispanic elderly; and the Commission's administrative, financial, and legislative well-being. Each section follows the same format: the problem is described, some of its causes are suggested, current resources for addressing the problem are discussed, a planning objective is stated, and major action steps to achieve the objective are enumerated. Finally, the Washington State legislation which enacted the Commission on Mexican American Affairs is presented. (KH)

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WASHINGTON STATE
COMMISSION ON MEXICAN AMERICAN AFFAIRS

HISPANIC STRATEGIES
FOR 1984 AND 1985

TWO-YEAR COMPREHENSIVE PLAN

DR. FREDERICK ROMERO
EXECUTIVE SECRETARY

OCTOBER, 1984

STEVEN GARCIA
CHAIRMAN

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** NOTE - These issues were chosen as priorities among many issues submitted to the Commission at a community meeting held in Yakima in December, 1982

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FACT SHEET

Membership (RSW 43.114.030)
2 Members from workers in the agricultural field: -Luis Ochoa (Mesa), grower -Thomas Cerna, Jr. (Toppenish), grower/laborer
2 Members from the general populace of the Spanish-speaking population: -Jerry Arroyo (Tacoma), Puerto Rican, retired -Nohemi Martinez de Owen (Pasco)
1 Member from the field of education: -Viviana Visarraga (Seattle), Communications Representative
1 Member from professional services: -Steve Garcia (Seattle), University of Washington, Office of Minority Affairs
1 Member from among elected trade union officials: -Isaias Montez, Jr. (Yakima)
4 Members from the Mexican-American Community in the state: -Aracelia Peña (Yakima), Assistant to Congressman Sid Morrison -Juan P. Paz, Jr. (Yakima), former professor, School of Social Work, Eastern Washington University -Ramon Soliz (Seattle), Personnel Representative, University of Washington -Esther Salomon (Everett), Job Placement Specialist

COMMISSION ON MEXICAN AMERICAN AFFAIRS

F A C T S H E E T

Commissions Purpose (RCW 42.115.010 established: 1971)

-to improve the well-bing of Mexican Americans and other Spanish-speaking Americans.

-to increase their participation in the fields of government, business and education.

-to aid Mexican-Americans and other Spanish-speaking Americans in obtaining governmental services in order to promote the health, safety and welfare of all the residents of this state.

-to advise state departments and agencies regarding appropriate action to be taken.

-to advise departments and agencies on the development and implementation of comprehensive and coorinated policies, plans, and programs focusing on the special problems and needs of Mexican-Americans and other Spanish-speaking Americans.

1983-84 Biennial Budget: $124,000

Hispanic Popualtion in Washington State: 127,000 (1983)

-Growth: 1970: 70,734 1980: 120,016 increase: 70%

-National population: 14.6 million, an increase of 60% from 1970

-Hispanics or persons of Spanish origin are Washington's fastest growing minority group and second largest minority group (after the Asian-Americans).

-42% of the Hispanic population is under 18 years old, making them Washington's youngest minority. Median age is 23.2 years compared to 30.0 for total population.

-Eighteen counties have 97% of the state's Hispanic popualtion, having at least 1,000 Hispanics residents in 1980.

-46.8% of the state's Hispanic population is in eastern Washington

-the major concentrations of population are: Yakima Valley (Toppenish area) 25,455 (1980 US Census); Tri-Cities, 4,9598; Walla Walla area, 2,572; Greater Columbia Area (Moses Lake) 5,469; Pierce County, 12,892; King County, 26,631; Thurston County, 2,577, and Skagit and Snohomish Counties 6,000 (est.).

Other general estimates place 30-40,000 Spanish surnamed people in the Puget Sound urban area; 10,000 - 15,000 in other areas of western Washington and 50,000 - 60,000 living east of the Cascades (Maestas/Johansen). Estimates of the state's undocumented population are between 25,000-50,000 (Immigration and Naturalization Service, 1984)

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ISSUE: IMMIGRATION

Problem Statement

The issue of immigration is a fractured one and something of great complexity. On one hand there is Senator Simpson's remarks to the Senate Judiciary Committee: "Uncontrolled immigration is one of the greatest threats of this country...portend(ing) much injury to...American values, traditions, institutions and our way of life" (3-17-83). Opposition statements are equally extreme, as in: "Mazzoli's economic myths and Simpson's subtle xenophobia thus afford us the key to understanding the real, repressive meaning behind...measures of their bill" (Coalition of U.S. Catholics and Other Citizens Concerned about Injustice in the U.S. Immigration Law, 1982). The complex topic is not simply in-and-out migration; it involves U.S. foreign policy, employment concerns, trade, agricultural issues, minorities' rights and civil liberties.

The push and pressures of immigrants will remain as long as people in developing countries suffer from political and economical chaos. These people will be drawn to the high standard of living in the United States because it lies within easy reach of Mexico, Central and South America. Pressures will put a great strain on the United States, and Washington State, lying in the migrant corridor between Mexico and Canada, will not escape the impact of immigration on its society.

The best known "data" about present day immigration are not "facts" at all. Due to the fact that over 800,000 people were admitted in 1980, many officials have suggested that the U.S. is experiencing an unprecedented influx of immigrants. But information shows that one year after the surge of Indochinese, Cuban and Haitian refugees, legal immigration dropped to 697,000

(Fallows, Atlantic Monthly, November, 1983). In contrast, legal immigration in 1907 was 1.2 million and its relative impact on America's much smaller population was far greater then (more than 1 percent). From 1970 to 1979, the peak years, legal immigration totaled one-fifth of one percent (Fallows, Atlantic Monthly).

Immigration and Nationality Act amendments of 1965, which restricted numbers that could enter from Mexico, the Caribbean, and elsewhere in the Western Hemisphere, changed the nature of America's immigration population to reflect the racial and ethnic balance of the wide world (the Third World now competes on equal footing with Europeans).

The Third World, of which Mexico is a part, will play a prominent role in future immigration. From 1930 to 1960, about 80% of America's immigrants came from European countries or Canada; from 1977 to 1979, 16% did, with Asian and Latin America accounting for about 40% each (Fallows, Atlantic Monthly).

Problem Narrative

1. Description and Magnitude of the Problem

Estimates of "illegal aliens" in the U.S. range from 2 million to 6 million people. The U.S. Census Bureau placed the figure at 2 million, stating that 45% (about 900,000) were born in Mexico, 25% were Western Hemisphere residents, and 29% came from the rest of the world (Passel & Warren, "Estimates of Illegal Aliens from Mexico Counted in the 1980 Census," 1983). About 150,000 families nation-wide are also involved in the 2 million figure (Yakima Immigration Conference, 1983).

Washington State's total of "illegals" ranges from 25,000-50,000 undocumented residents (U.S. Immigration and Naturalization Service in

Post Intelligencer, 6-16-84). An additional 3,000-4,000 undocumented residents are from El Salvador and Guatemala and reside in the Seattle, Yakima, Tri-Cities and Wenatchee areas (Seattle PI, 4-24-83).

Washington State Mexican-American residents have been affected by immigration enforcement policies. In the summer of 1982, thirty-five citizens filed documented complaints against the Border Patrol sweeps with Congressman Sid Morrison's office in Yakima (Morrison list, 10-10-82). In addition, Evergreen Legal Services has filed class action suits in Sunnyside and Mt. Vernon on behalf of Washington citizens illegally apprehended. The Immigration and Naturalization Service (INS) estimates they apprehend and deport between 6,000-7,000 "illegals" each year in Washington. Many of these people were deported without a chance to take care of loose ends, leading to a great deal of individual and familial hardship. About 80% of those apprehended were from Mexico (Foster, Seattle PI, 6-6-84).

In the area of education, Washington State schools have been under pressure from law enforcement agencies to reveal names and addresses of children who are enrolled in local schools and are exercising their right to basic education. The "impaction" of migrant farmworkers in the Tri-Cities area has led to extensive reallocation of educational funding (SPI/Migrant Education, 1983).

Another segment of society which feels the impact of immigration is the criminal justice system. Collaboration between the Immigration and Naturalization Service (INS) and local law enforcement agenices to apprehend undocumented workers has put pressure on the state's judicial and penal systems. Several court rulings and administrative rulings have been issued to protect due process and civil rights in Washington. In LaDuke vs. Castillo,

the Federal District Court in Spokane issued an injunction prohibiting the INS from going into farmworker housing without a search warrant or probable cause to enter a home (12-3-82). In Zepeda vs. Fish the Western Washington District Court adopted a consent decree which prohibits the State Patrol from acting as an agent of the INS, thus preventing the State Patrol from detaining persons who "appeared" to be "illegal aliens" (Seattle, April, 1984). Locally, suits occurred against the Walla Walla and College Place Police (Maltos vs. Kesopohl) and in Zillah (Nicasio vs. the INS).

The widespread practice of stopping, searching, and interrogating has led to extreme pressure on the judicial system. There is documented need for qualified interpreters and for funds to reimburse such intepreters for services (Yakima Immigration Conference, 1983). Washington State law now requires an interpreter for hard-of-hearing and non-English speaking plaintiffs who cannot, because of language, be fully protected in legal proceedings (Legislative law C222 L83, 1983; Revised Code of Washington, Chapter 2.42.010-050, 1983).

The state's labor and employment sectors do not go unaffected by immigration. Controversy remains as to the effect of legal and illegal immigration on the job markets, especially in farming, food processing and forestry, and on the economy in general. Opinions range from beliefs that immigrants take job away from natives to the point of view that undocumented workers have little effect on the economy and actually contribute to its growth (Barry Siegel, Los Angeles Times, in Seattle PI, 11-21-83).

The opinion that illegal immigration has little effect on the economy is espoused by the Heritage Foundation, the conservative "think tank" which provides many of the position papers for Ronald Regan's presidential campaign.

In their study, "Nine Myths About Immigration," the research group points out several verifiable facts:

-Immigrants cause little drain on social services because they tend to be in their early 20's and 30's, a group that makes little demand on health or social services.

-Immigrant families pay more federal taxes than do native American families. This is because the average immigrant family's income is above the national average within three to five years of entry to the U.S.

-Immigrants do not take jobs from American citizens; they frequently take jobs which American citizens are unwilling to take, in industries such as restaurant and hotel services.

-The U.S. is not being flooded by illegal aliens from Mexico. The INS, the study says, has been unable to come up with convincing statistics to prove such a claim. A large proportion of Mexicans illegally in the U.S. are here for a matter of months and then return voluntarily, after they have saved up a sum of money.

-Illegal aliens receive little in welfare service since they fear arrest. But 77% of illegal aliens pay Social Security taxes though virtually none receive such benefits, making them an important source of income for the sagging retirement systems (La Voz [Seattle], April, 1984).

Continued pressure will have serious repercussions in the future. According to the International Labor Organization, the total labor force of the Third World countries will be 600-700 million people larger in the year 2000 than in 1980. "To employ all those additional workers," writes James Fallows, "the developing countries would have to create more jobs than now exist in Western Europe, Japan, the U.S., Soviet Union and other industrialized nations combined" (Atlantic Monthly, November, 1983).

It is clear that something big is happening. The West Coast -- Los Angeles in particular -- has become something of a modern day Ellis Island. This complex issue will touch every resident in Washington State, from extra costs on our dinner salad and garments to our civil rights.

2. Causes of the Problem

-Proximity of Mexico, its burgeoning population, and poor economy

-The gap between the Latin American standard of living and that of of the U.S.

-Enforcement policies of U.S. Border Patrol and Immigration and Naturalization Service (INS)

-Lack of bilingual resources in the state's judicial and penal sectors

-Sluggish economy, scarcity of entry level jobs, and high unemployment rates

-"Illegal aliens" -- their underground society and vulnerability to exploitation by con artists, carpet baggers and criminal minds

-Indiscriminate expansion of local law enforcement jurisdictions to include determination of immigration status

-Media stereotyping of and hyperbole for immigrants, immigration issues and the effects of bilingualism on American society

-Inaccurate data on legal and illegal immigration

-Potentially adverse effects of the Simpson-Mazzoli bill's sections on: 1) employer sanctions (potential discrimination); 2) legalization (fear of potential disqualification); 3) foreign worker importation program (potential abuse and misuse of imported foreign workers); 4) adjudication procedures and asylum (restrictions on bona fide Hispanic political refugees); and 5) ceilings (a change in the former law's emphasis on family connections)

-Lack of state policy concerning illegally detained state residents and collaboration between local, state, and federal law enforcement agencies

-Abrasive localized impact and consequent racial hostility

-Costs of relocation and resettlement aid

-Costs of immigration enforcement and scarcity of funds

-Confusion and divisive debate about a coordinated immigration policy (poor people will continue to come to a rich country until life in their homeland improves)

-The controversial, expensive ($1.4 to 8 billion), and unknown variable nature of the proposed Simpson-Mazzoli Immigration Reform and Control Act (HR 1510, S. 529).

3. Current Resources to Address the Problem

-Hispanic community-based organizations statewide which provide direct services to legal and illegal aliens

-Northwest Immigration Alliance, a coalition of the Catholic Church and social service agencies, which advocates for fair immigration policies and assists with immigration counseling

-Commission on Mexican American Affairs

-Yakima Valley Law Enforcement Task Force (a citizen advisory group to law enforcement agencies)

-Hispanic Legal Action Unit in the Office of Hispanic Ministries, Seattle/Yakima/Richland, providing immigration legal assistance

-Evergreen Legal Services -- assisting with class action suits and court cases involving immigration issues

-Department of Social and Health Services' Bureau of Refugee Assistance (Olympia)

-Immigration and Naturalization Service (INS)

-List of 200-300 participants in "The Impact of Immigration on American Society" Conference, Yakima, May, 1983

-State gubernatorial, legislative, and Congressional representatives

Statement of Planning Objective -- Immigration

Statement of Objective

Commission on Mexican American Affairs (CMAA) will continue to participate in on-going, statewide responses to immigration-caused problems and will take steps to initiate a coordinated state policy on immigration.

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 1	
CMAA will continue to coordinate opposition to certain provisions of the Simpson-Mazzoli bill (Against employer sanction, H-2, adjudication/asylum changes and anti-familial ceilings; For legalization)	Ongoing/1984
Step 2	
CMAA will provide current status reports on the proposed immigration bill's progress to executive, legislative and community leadership	Ongoing/1984
Step 3	
CMA will provide, at its regular meetings, information to the Hispanic community about the content and potential impact of the Simpson-Mazzoli bill	Ongoing/1984-85
Step 4	
CMAA will seek researchers or student interns for undertaking an analysis of Washington State's immigration issue from the perspective of: 1) the state's immigration history; 2) Mexico's role in local immigration; 3) money and costs; 4) language; 5) racial implications; 6) legal impacts; 7) state policy on immigration; and 8) an inventory of immigration assistance services provided by Hispanic community-based organizations	Ongoing/1984-85
Step 5	
CMAA will list its share of recommendations and prepare a time table for the follow-up activities made by the "Impact of Immigration '83 Conference" in Yakima in May, 1983 and by the follow-up meeting held by conference coordinators in January, 1984	Spring/1984

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 6	
CMAA will present an analysis of the immigration issue to the Governor's Office with the request that a working group be established on immigration's statewide impact	October, 1984
Step 7	
CMAA will provide the names of interested groups and individuals to the Governor's working group	October, 1984
Step 8	
CMAA, with gubernatorial suport and endorsement, will provide a published model of the Yakima Law Enforcement Task Force to the state's city and county law enforcement agencies who deal with Hispanic populations	January, 1985
Step 9	
CMAA will co-sponsor a second conference on the "Impact of Immigration on Washington Society" for the purpose of establishing recommendations for a state task force	June, 1985
Step 10	
CMAA will coordinate the writing and publishing of a state policy on immigration	July, 1985

ISSUE: EMPLOYMENT AND BUSINESS DEVELOPMENT

Problem Statement

Hispanic income levels run below the rest of society. The 1980 U.S. Census shows that nationally the median household income for the White population was $16,841 and that of Washington State, $18,367 (ranking 9th in the U.S.). In 1978, Hispanic family median income was calculated at $12,600, about $5,000 below the national average for family income measured at $17,900 (U.S. Census, Supplementary Report, Persons of Spanish Origin by State, 1980). Furthermore, the U.S. Census estimated that 20% of the nation's Spanish origin families were living below the poverty threshold (1980 U.S. Census, Supplementary Report). Nationally, Mexican-American families had a median income of $12,800 (U.S. Census, Supplementary Report).

While some of the discrepancy is due to educational attainment and training levels, for many Hispanics it is due to long-term unemployment. In 1980 and 1981 Hispanic unemployment ran at 10% and 10.5% (Bureau of Labor Statistics, U.S. Department of Labor, 1982). Urban youth unemployment has been quoted at 50% (Aguirre, National Hispanic University, 1982). From 1973 through 1981, Hispanics have accounted for a disproportionate share of U.S. unemployment. While constituting between 4 and 5.5% of the civilian labor force during that time period, Hispanics have accounted for 6 to 7.5% of the nation's unemployed. Typically, the Hispanic unemployment rate is about 40 to 50% greater than the overall rate ("The Hispanic Population of the U.S.: An Overview," Congressional Research Service, House Committee on Post Office and Civil Service, April, 1983).

Farmworkers, especially, have problems with a steady and adequate income. A 1981 study in Washington showed an average hourly rate of $4.06 per hour (Association of Washington State Legal Services Program). In addition, the

seasonal nature of farmworkers employment also affects income. Access to winter season training programs as a remedy for seasonal income is difficult because of the scarcity and expense of such training programs. In addition, bureaucratic "annualization" of a farmworker's seasonal wages inflates income figures to the point of making seasonal workers ineligible for training programs.

Hispanic business enterprises are an increasingly recognized contributor to current economic growth. A 1977 "Survey of Minority-Owned Business Enterprises--Spanish Origin" stated that Hispanic firms are highly concentrated in retail trades and related services. The survey showed that of the nation's 220,000 Hispanic-owned businesses, 62% were owned by Mexican Americans, and 16% by Cuban-Americans. The survey also showed that California and Texas have the largest number of Hispanic firms.

Hispanic businesses, while on the brink of entering the mainstream of business success, have rarely received the public and private support and access to business opportunities that other groups have. Federal contractual "set-aside" awards, for example, have not favored Hispanic businesses. Only recently has the state government acted to give minority and women's businesses a more equitable share of the state's procurement of goods and services.

Small business, given the opportunity, can become a viable economic force in reaching this target population. However, two significant barriers remain: the lack of capital and the problems of marketing. Hispanic businesses, in order to be successful, will require access to financial assistance and to a sound, accurate data base and information for marketing.

Hispanics, having increased by 60% nationwide since 1970, appear to be ready to take on a wide role in U.S. society in the 1980's. It is estimated

that Hispanics have approximately $60 billion in purchasing power. This potential market is a growing business attraction. Consequently, business development and employment opportunties will play crucial roles in making Hispanics an increasingly powerful force in American life.

Problem Narrative

1. Description and Magnitude of the Problem

A recent survey conducted in King County showed that the number one concern of Hispanics was employment (El Centro de la Raza, September, 1982). The unemployment rate for Hispanics in 1982 was 10.5% and 11.1% in '80 (DOL).

Hispanic employment shows an underrepresentation in job categories. An affirmative action survey for the northwestern United States showed that Hispanics made up 1.6% of Federal Government positions in Washington State, 1.3% of state governmental employees in higher education, 2.1% of other state governmental employee categories, 1% of county governmental employees, and 1.9% of city employees (Asian Pacific Affirmative Action Task Force Study, December, 1982). With a representation in Washington's population of about 3%, these statistics show there is much to be done to attain an equitable proportion of employment opportunities.

Data on income is also not favorable for Hispanics. In Washington, the median household income for Hispanics is $13,936, about $4,500 less than the state average of $18,367. The Yakima County statistics show the Hispanic household income level at $11,137 (1980 U.S. Census). These figures do not compare favorably to national averages. U.S. Census data show the median household income for the U.S. in 1979 was $16,841, and that Washington's figure of $18,367 ranked 9th in the U.S. Washington's median family income was listed as $21,696 for the state's total population and $14,993 for the state's Hispanics ("1984 Population Trends," OFM. p. 55).

Hispanic business activity at the state level has occurred mainly within governmental advisory councils appointed by the Governor. Hispanic representation is found in the Advisory Committee for Minority and Women's Business Enterprise, the state Job Training Partnership Act Advisory Group and the Small Business Improvement Council. In addition, the state Hispanic Chamber of Commerce has incorporated, is recruiting membership, and now offers state business information.

2. Causes of the Problem

-Lack of education and training among Hispanic job-seekers

-Lack of educational and training programs which focus on Hispanic women

-Inadequate recruitment and retention of Hispanic apprentices under the state's apprenticeship program

-Lack of enforcement of affirmative action goals, especially at management levels

-Weak economy and extreme competition for available work

-High interest rates and lack of capital

-Lack of knowledge about state and federal contractual procedures and awards

-Discrimination in long-time, traditional "old boy" ways of contracting for state and federal procurement of goods and services

-Lack of organized Hispanic business associations

-The inequitable competition between a minority firm with limited capital and a Fortune 500 firm

-Lack of accurate marketing data on Hispanics

-Inadequate bilingual staff at governmental employment assistance agencies

-Lack of Hispanic representation on jobs bill advisory councils such as the Job Training Partnership Act's Private Industry Councils (PIC's)

-Inadequate or non-existent local PIC outreach to Hispanic groups, in order to determine qualified Hispanic candidates

3. Current Resources to Address the Problem

-State Office of Minority and Women's Business Enterprise, which assists with state contracting for minority and women's firms

-Washington State Hispanic Chamber of Commerce (206) 627-6162

-State and federal departmental affirmative action officers who promote and monitor affirmative action plans; for example, the federal Department of Education and the state Human Rights Commission and Superintendent of Public Instruction

-Federal Minority Business Development Agency (MBDA) and Small Business Administration (SBA) which offer technical assistance, data banks, and "set aside" monies to minority small businesses

-National network of Minority Business Development Centers

-State personnel policies of "selective certification" to open up job registers to more minority candidates

-Governor's Affirmative Action Policy Committee (reviews state agency and higher educational AA plans)

-Governor's Executive Orders on Affirmative Action and increased state goals for exempt positions

-State trade development commissions and boards

-State and local training programs such as Washington Human Development (Seattle) and the youth-oriented Washington Conservation Corps and Washington Service Corps (Olympia)

-Federal agencies of interest to small businesses (all based in Washington, D.C.)

- Farmers Home Administration (202) 447-5243 -- Loan guarantees to business and industries located in towns under 50,000 population
- International Trade Administration (202) 377-5131 -- Assistance for exportable products, marketing, business plans
- Office of Small and Disadvantaged Business Utilization in Department of Defense (202) 697-4126/2868, Department of Labor (202) 523-9148, and Department of Energy (202) 252-8201

-Washington State Occupational Information Service (self-assessment systems for careers)

Statement of Planning Objective -- Employment and Business Development

Statement of Objective

The Commission on Mexican-American Affairs (CMAA) will provide information and technical assistance concerning Hispanic unemployment and under-utilized Hispanic business enterprises to public and private entities involved in large scale employment.

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 1	
CMAA will serve as a jobs clearing house for state advertised positions	Ongoing
Step 2	
CMAA will regularly contact the newly-formed state Hispanic Chamber of Commerce in order to coordinate mutual efforts for improving Hispanic business opportunities in the state	Ongoing
Step 3	
Executive Secretary will continue to serve as ex officio member of the Governor's Policy Committee on Affirmative Action and to maintain contact with the Asian American Affirmative Action Task Force for the purpose of continually monitoring the history and status of state employment of Hispanics	Ongoing
Step 4	
CMAA will assist the Office of Minority and Women's Business Enterprise with its minority business directory and list of state certified contractors	Ongoing
Step 5	
CMAA will maintain an applicant pool of qualified people for state board and commission appointments	Ongoing
Step 6	
CMAA will contact agencies such as Washington Human Development and Employment Security which serve Hispanic target populations, to outline its coordinative and supportive role in those agencies' activities	June, 1984

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 7	
CMAA will contact Employment Security for data on Hispanic unemployment rates, income, and occupational categories, specifying in all communications that this is Employment Security's data and consequently limited in scope	September, 1984
Step 8	
CMAA will recommend to Employment Security, including regional offices, that it publish separate data regarding employment of Hispanic youth	September, 1984
Step 9	
Each commissioner will contact their local Private Industry Council (PIC) to learn who represents the interests of Hispanics in the Council's planning and programming under the Job Training Act	September, 1984
Step 10	
Each commissioner will monitor the local PIC recruitment procedures and serve as a resource to local PIC outreach efforts aimed at Hispanics	September, 1984
Step 11	
Each commissioner will survey his/her local business community to gather names of potential appointees to the local PIC and will present a copy of those names to the Commission's office	September, 1984
Step 12	
Each commissioner will contact the large public agencies--such as local school districts and county and city governments--to learn application procedures, equal opportunity rights, and availability of employment	December, 1984
Step 13	
Each commissioner will contact local agencies working with employment to assess the status of employment opportunities , especially those	January, 1985

Major Action Steps to Achieve Objective	Estimated Date of Completion
available to Hispanic women and handicapped and, after contacting the agencies, will offer the commission as a vehicle for advertising and disseminating such employment information	
Step 14	
The Comissioners will contact local, city and county affirmative action offices, collect statistics on Hispanic representation and report the data to the Commission office for distribution and planning	January-June, 1985
Step 15	
CMA will contact Employment Security to explore ways to inform the Hispanic community of the services that agency provides	1985
Step 16	
CMAA will distribute data on Hispanic employment to Hispanic community-based organizations and governmental officials	March, 1985
Step 17	
CMAA staff will distribute to each Commissioner available resource material written for job searches, resume building and interviewing techniques	March, 1985

Problem Statement

It is no wonder that, as a population group with half its national population under age 21, Hispanics view education as a highly critical matter. Hispanics feel that their educational progress has been hampered by a variety of problems, the most prominent of which are high drop-out rates, inadequate bilingual education and under-representation on school policy-making boards.

Hispanic public school enrollments, with their numbers increasing during an overall public school decrease in enrollments, are becoming a significant force in public instruction. Between 1975 and 1982 in Washington State, Hispanic enrollments increased from 17,400 to 25,300 pupils, an increase of 7,900 or 45% (Superintendent of Public Instruction, 1983). Overall minority student increases in this state's primary and secondary education was 27,000.

A disconcerting drop-out rate -- called a "massive hemorrhage of Hispanic talent in the educational pipeline" by Stanford University's Cecilia Preciado Burciaga -- characterizes Hispanic school enrollments. Educational data substantiate Ms. Burciaga's statement by showing both that Hispanic children are three grade levels behind other children (Aquirre, National Hispanic University, 1982) and that, nationwide, the Mexican-American drop-out rate is placed at 45% (the Puerto Rican rate in New York at 50% and Cuban at 20%, National Center for Educational Statistics [NCES], 1983). In urban ghetto areas, the school drop-out rate for Hispanics reaches as high as 80% in Boston (NCES).

These drop-out rates are due to a number of factors. In the school environment, improperly prepared faculty contribute to the drop-out rate

through insensitive teaching, use of poor learning assessment tools and non-existent individualized adjustments for bi-cultural children. At the individual student level, poor economic status, over-reactive disciplinary policies, rising teenage parenthood, lack of interest, or low parental education are pointed out as causes of high attrition.

In Washington, among Mexican-Americans the hardships of migrant farming play a large role in drop-out rates. The average migrant family in Washington State includes 6.8 children of school or preschool age (SPI/ Migrant Education Plan, 1983). It is estimated that 95% of the preschool children among migrant families are at limited-English or non-English levels. With an early history of not being able to deal with the English language, it is no wonder that in some agricultural areas the drop-out rate among Washington migrant children is as high as 85% (SPI, 1983).

The "pipeline" to higher education is equally porous and leads to lower enrollment: statistics show that 55% of Hispanics graduate from high school, 22% go on to college, 7% of these graduate, 4% go on to graduate or professional schools and 2% of these Hispanic candidates graduate (Chicanos in Higher Education Progress and Entertainment Study, Valenzuela, The Christian Science Monitor, 2-6-84).*

Within public schools there are further problems. One difficulty deals with assuring that language-limited students have access to proper education; anther concern is with tracking of limited-English proficiency students, perceived as being less capable than other students, into "less demanding" vocational training instead of math/science. Both practices deal with civil rights: it is not legal to deny education on the basis of national origin or language. In addition, the idea of tracking Hispanics into

*The state's Office of Financial Management (OFM) shows that 55.5% of Hispanics complete high school (vs. 77% of the total population) and 10.8% graduate from college (vs. 19%) ("1984 Population Trends," p. 55)

vocational training could lock out young Hispanics from the high tech revolution.

A third prominent problem area for Hispanics in public schools is the under-representation of Hispanic professionals and parents at school decision-making levels. Public school administrative levels show few Hispanic superintendents and inadequate staffing levels of support staff (counselors) and teachers. Local school boards do not have Hispanic representation and consequently are not responsive to Hispanic enrollment needs. Local parental education programs are crucial for increased citizen representation. Also closely related to school board representation is adequate and equalized funding for all schools, including those comprised of minority students.

Teacher preparation is another area critical to quality education for Hispanics. In-service training for all teachers is a must for raising cultural sensitivity levels. Furthermore, adequate teacher preparation for bilingual education ensures a quality product. Both will require emphasis in the coming decade as the under-18 population enrolls in public schools.

When asked about other areas of concern for "excellence in education," Hispanic educators across the country mentioned an accurate data collection system, quality bilingual education, textbooks with current Hispanic usage, well-rounded curricula, well-stocked libraries, and decent facilities (Valenzuela, Christian Science Monitor, February, 1984).

Problem Narrative

1. Description and Magnitude of the Problem

Hispanic education in Washington is and will continue to be a critical

matter for the state. This situation is due to startling growth in enrollments. Between 1975 and 1982, Hispanic enrollment in the state increased almost 8,000 pupils, contrary to overall declining elementary and secondary enrollments. In fact, minority enrollments (Hispanic, Asian, American-Indian and Black) increased almost 26,000 students between 1977 and 1983 ("Selected Statistics Related to School Desegregation on the Basis of Race and Sex/School District Enrollments," Superintendent of Public Instruction, 1984, hereafter referred to as SPI).

More specifically, Hispanic enrollment in the state in 1983 was 27,073, up almost 4% from 1982 (SPI, 1984). In the non-public school sector, Hispanic enrollment at independent schools was figured at 1,329, up 10% from 1982 (SPI, 1984). The fact that 43% of Washington's Hispanic population is under 18 years of age means this growth in enrollments will be non-stop into the next decade.

In terms of the distribution of minority pupils throughout the state's school districts, Hispanic students ranked first in 1982 (SPI, 1983). This means that Hispanic students were found in more school districts than any other minority (in 260 out of 299). The 1982 distribution figure represented an increase of 11 districts over 1981.

The increases are mirrored in special populations as well. Migrant education figures show that Washington has 20,000 of the nation's 750,000 migrant children in education. Approximately 82% of these children are Mexican-American (Resendez, "Education 2000" Conference, 1983). Only one student in 20 in this migrant population is expected to graduate ("Education 2000," 1983). School officials point out that the enrollment trend will not level out: by 1990 the Pasco School District expects to be 50% minority

(Resendez, "Education 2000," 1983). Other studies show that if growth continues, one out of three students could potentially be a minority by 1990.

Bilingual education is another problem area. Bilingual education programming in Washington serves about 11,000 pupils, with slightly less than half (49%) being Spanish bilingual pupils. Yet with over 5,000 Hispanic children qualified for bilingual education programs, the state, in 1983, showed only one purely bilingual program for Spanish speaking and about 15 "mostly bilingual" programs of 85 statewide mostly English-as-a-Second-Language (ESL) (Crosbie, SPI, 1983). In 1984, the state provided an appropriation of $350 per pupil for bilingual education even when a survey revealed the average cost to be $666 (Crosbie, 1983).

There is often a negative attitude attached to these efforts in bilingual education. As the bilingual debate goes on, a divisive attitude develops if bilingual education is thought to be monolingual education in the immigrant's language or if bilingual education is perceived to forestall the learning of English. This emotionalism in the bilingual debate interferes with sagacious educational planning and policy.

High Hispanic enrollments and disproportionate education investment in this population group are not the only symptoms of a critical educational situation in the state. Hispanic representation at school administrative levels, in school support staffing patterns, and in the teacher corps is another under-served area.

A 1983 report issued by the Office of the State Superintendent of Public Instruction showed that there was only one Hispanic Superintendent among the 299 operating school districts in the State of Washington. This is a

representation of one-half of one percent in a state with 3% of its population counted as Hispanic (State Superintendent Office, 1982). Statistics on classroom teachers showed that 313 of 34,990, or .8%, were Hispanics. Hispanics were last among minorities in the areas of principals and vice principals (10 of 1,931) and support staff (17 of 3,606) (SPI, "Selected Statistics/School District Staffing," August, 1982). These figures show that representation in school policy-making circles is one of the Hispanic population's greatest needs in this state's educational system.

While teachers and principals are one-half of the school system, parents are the other half. Parental involvement in school decisions and Hispanic representation on local school boards is much less than what it could be in Washington State. It is these groups which make sure the right kind of changes take place, yet only state-initiated, ethnic-specific efforts, such as Migrant Education's Parental Advisory Committees, make serious attempts to educate and involve Hispanic parents in the mainstream.

Under-representation of Hispanics -- and minorities in general — in science and mathematics is another area of public school instruction which deserves better attention. Recent legislation has moved to address the problem by improving minority counseling and interest in math and science in secondary schools. Hispanic attitudes toward math and science, as well as a lack of emphasis in those subjects in schools, could lock out young Hispanics from the coming wave of high technology (National Hispanic University "Hispanic Megatrends" Conference, 1983).

Traditional "tracking" of Hispanic students into vocational training as a "less demanding" curriculum rather than into college preparatory classes is another common deficiency in public instruction which needs to

be studied in this state. A 1981 report on gifted and talented programs showed only 1.5% of Hispanics enrolled in such tracks (Vasquez, National Center for Education Statistics, 1981).

The bilingual aspect of the state's Hispanic population includes the Spanish side of the coin. Many reasons exist for American society to learn other languages. Spanish, especially, is a language with vast international and commercial potential. As a Pacific Rim language, Spanish represents a language of the future. Washington schools have yet to take advantage of this linguistic resource.

Hispanics in Washington have been on a long quest for fair treatment in schools. While the gains have been adequate, much needs to be done to assure future "excellence" in the Hispanic portion of this state's elementary and secondary education.

2. Causes of the Problem

-Lack of accurate state and national data on elementary and secondary education

-Insufficient number of qualified in-state bilingual teachers and counselors

-Weak bilingual teacher training programs at University levels in Washington

-Lack of proper educational funding for bilingual education

-Inadequate parental representation on school boards

-Under-representation of Hispanics at professional levels in public instruction

-Discrimination against limited-English proficient children

-Misunderstandings about bilingual education and its effect on American ideals

-The transient way of life for migrant farmworker families and children and its effect on migrant children's basic education

-Lack of bi-cultural career and academic counseling

3. Current Resources Available to Address the Problem

-Court rulings guaranteeing the right to a basic education by limited-English speaking children

-National and state bilingual legislation and program funding: the Federal Academic Equity and Excellence Through Bilingual Education Act of 1984; the state's Transitional bilingual Instruction Act with a legislative appropriation of $3.034 million per year.

-Legislation assisting the entry of secondary education pupils into math and sciences

-Strong bilingual educational advocacy networks

-Education as a CMAA priority issue with corresponding investment of time and energy in solutions to unmet needs

-Sensitized state Office of Superintendent of Public Instruction, especially an informed Multi-Cultural and Equity Education Office

-Educationally concerned Hispanic community-based organizations and national associations

-Head Start and other pre-school programs

-MESA (Mathematics, Engineering, Science Achivement Program) -- $250,000 legislative commitment to increase the number of under-represented minorities in science-related fields

-Global Education Curriculum Project, Seattle University

-Multi-Cultural Inservice Training Project, Washington Education Association

-Basic Education for Limited English Proficient Students (BELEPS) Program, Yakima Public Schools

Statement of Planning Objective -- Primary/Secondary Education

Statement of Objective

Commission on Mexican-American Affairs (CMAA) will take steps to advise governmental, education and enterpreneurial institutions on policies which affect educational opportunity for Hispanics in elementary and secondary education.

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 1 CMAA will provide local Hispanic advocacy groups with accurate data on Hispanic enrollments for the purpose of influencing school policy-making boards	Ongoing
Step 2 CMAA, along with Asian-American Affairs Commission, will continue to co-direct the state's Transitional Bilingual Education Information Network to promote equitable legislation and policy	Ongoing
Step 3 CMAA will monitor the activities and recommendations of the Temporary Committee on Educational Policies, Structure and Management in order to provide timely testimony to that Committee	Ongoing, 1984
Step 4 Executive Secretary will continue to participate in the State Board of Education's State Goals Task Force for the revision of "Goals for Washington Common Schools"	Ongoing, 1984
Step 5 CMAA, in cooperation with SPI, will update the latter's analysis of minority representation in school administration, faculty, support staff and teacher corps and provide that data to community-based organizations and educationally concerned state and local organizations	April, 1984
Step 6 CMAA, together with SPI, will survey the types of parental education programs in the state and distribute the information as part of the Commission's support for this type of instruction	July, 1984

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 7	
CMAA and the Bilingual Information Network will meet to discuss increasing the legislative appropriation for the Transitional Bilingual Instruction Act of 1984	July, 1984
Step 8	
CMAA will research the school accreditation process	September, 1984
Step 9	
CMAA will assist local groups and state authorities with recommendations of Hispanic members for accreditation boards	September, 1984
Step 10	
CMAA will initiate discussions with SPI to begin a study of the educational status of Hispanics in Washington, particularly the drop-out problem	September, 1984
Step 11	
CMAA, in conjunction with SPI's Migrant Eduation Division, will conduct a special study of the drop-out rate among migrant children in Washington	October, 1984
Step 12	
CMAA will contact SPI for the purpose of conducting district-by-district analysis of Hispanic pupils in elementary and secondary education	October, 1984
Step 13	
CMAA shall obtain from SPI results from that agency's study on minorities and discipline and assist in distributing that study to educationally concerned state and local organizations	December, 1984
Step 14	
CMAA will prepare documentation on the importance of Spanish as a Pacific Rim language for business, government officials, and economic associations	December, 1984

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 15	
Each Commissioner will contact large businesses and local industry in his/her area for the purpose of ascertaining local job opportunities as a goal for career counseling activities in public schools with significant Hispanic enrollments	February, 1985
Step 16	
CMAA, in cooperation with SPI, will do an analysis of state school board membership and Hispanic representation	March, 1985
Step 17	
CMAA will research equal educational opportunity programming for Hispanics among the state's private schools	June, 1985

ISSUE: POST-SECONDARY EDUCATION

Problem Statement

Minority enrollments in Washington State's system of higher education are stagnant. The situation comes to light when one views the contrast between minority programs of the 1970's and the declining post-secondary enrollments in the 1980's. Budget cuts have jeopardized support programs designed for creating and maintaining Hispanic access to both four-year universities and community colleges. In addition, the lean financial situation has also limited the chances of most Hispanic students for financing a four-year education. The result is less opportunity in the 1980's for a growing Hispanic population.

The poor educational state of affairs is not limited to declining enrollments and the downfall of special programs; this situation of reduced opportunities touches the status of Hispanic faculty and staff recruitment, retention, and promotion.

I. Problem Narrative - Community Colleges

1. Description and Magnitude of the Problem

Rapid enrollment growth has been a notable feature of community colleges since the Community College Act of 1967 consolidated the various colleges into a statewide system. The result of this reorganization has been to improve access to post-secondary education for all citizens.

Ethnic minority students especially benefited greatly from improved access to community colleges. The number of minority students in the Washington State community college system represents a large percentage of post-secondary enrollments. In 1982, for example, the state's four-year public institutions showed a combined total minority student undergraduate enrollment of 8,865

(out of 85,794 students [10%]). In comparison, the community college system for this same period enrolled 15,324 minority students (State Board for Community College Education, 1983, hereafter referred to as SBCCE). This figure means the state's community colleges enrolled about two times more minority students than did the four-year public institutions.

Minority student enrollments also show tremendous growth. Figures show ethnic enrollments have more than doubled in the last ten years in Washington State community colleges, from 7,077 minority students in 1971, to 15,324 minority students in 1983 (down from 15,998 minority students during Fall Quarter 1980 (SBCCE, 1984). The 15,000 figure constitutes about 8.31% of the total community college student population in Washington State.

A comparison of minority group two-year enrollments with each group's total undergraduate enrollment shows the degree of minority student presence in community colleges. In 1980, statistics showed Asian-Americans enrolled 64% of their students in the community colleges; Black, 73%; Native Americans, 70%; and Hispanics, 80% (Hamley, The Evergreen State College, 1980). The Hispanic figure represented 2.2% of the state's 1980 community college population (Torgeson, SBCCE, 1983).

These figures also show that in Washington State minorities are concentrated disproportionately throughout the hierarchy of post-secondary education, with an overwhelming presence in the two-year college system. This disproportionate representation has an effect on minorities' tendencies to complete baccalaureate degrees. Despite the fact that three-fourths of freshman students entering community college indicate that they intend to get a bachelor's degree (Astin, King and Richardson, 1980), research shows that students who enrolled in a community college are much less likely to complete

such a degree (Astin, 1975; 1977). These findings have major implications for minorities who are highly concentrated in the community college system and hopeful of using higher education to improve their well-being.

While these numbers graphically demonstrate the important role of the community college in providing educational access to minority students, the Hispanic enrollments between 1980 and 1984 show a drop in enrollment from 3,238 to 2,851 (SBCCE, 1984). This drop of about 400 students occurred when Hispanics already showed an under-representation in community colleges. This 1984 Hispanic enrollment figure shows a 2.1% Hispanic representation in the state's community colleges (Hispanics have an overall representation of 3% in the general population of Washington). Further studies, measuring student intent, show that 13.6% of Hispanics were at community colleges in 1983 to pursue Adult Basic Education, a percentage which is double the previous year (7.4% in 1982) (SBCCE, 1984).

There are several reasons for this under-representation. Budgetary restraints have affected continued Hispanic access to community colleges. Bilingual information and outreach have been cut back, and support services for working students and college-bound heads of household have been reduced. There has also been a federal reduction of grants-in-aid in favor of self-help (more student work).

Present and future educational policies will also have an impact on Hispanic enrollments. The Council on Post Secondary Education recommended eliminating special programs as indicated in the Council's "Minority Report" in the Council's plan "Higher Education in Washington: The Next Six Years" (January, 1983, pp. 36-39). In addition, the state's Temporary Committee on Educational Policies, Structure and Management has proposed differential

admissions policies for students going into higher education. Such distinctions could lead to "elitist" policies which will adversely affect minority students.

Faculty/staff recruitment and retention are also problem areas in the state's community college system. Hispanic faculty and staff do not reflect student enrollment percentages or mirror the state's Hispanic population at large (Brown, "Excellence and Access," Statewide Conference on Minorities in Higher Education, 1984).

II. Problem Narrative - Four-Year Institutions

1. Description and Magnitude of the Problem

In spite of the civil rights movement of the 1960's and the affirmative action programs of the 1970's, the number of minority students and faculty members has fallen significantly at colleges and universities. A recent study showed that nationally, Hispanics received less than 3% of the B.A.'s awarded, 2% of the Master's and 1.2% of the Ph.D.'s (Aguirre, National Hispanic University, 1982). Statistics on the educational pipeline show that of the 22% of Chicanos who enter college, only 7% complete four-year programs (Astin, Minorities in American Higher Education, 1983). At the University of Washington, where undergraduate and graduate enrollment was 1.3% in 1982, four Ph.D.'s of a total of 390 went to Hispanics and one in 10 Ph.D.'s went to minorities (Vasquez, University of Washington, 1983).

At the University of Washington Hispanic undergraduate enrollment dropped from 465 in 1976 to 453 in 1982, representing 1.3% of the University's total enrollment. At Washington State University Hispanic enrollments, numbering 232 of 8,000 students in 1983, declined 16% between 1981 and 1982 (Perez, Washington State University, 1983). Figures from the 1980 Census show that

increasing minority enrollments, after gaining ground in higher education, have recently leveled out nationwide.

Graduate school enrollments, the training ground for future teachers and professionals, are also a major point of anxiety. Nationally, only 4% of Chicanos and Puerto Ricans enter graduate or professional schools; of these, 2% in each subgroup graduate (Astin, 1982). Only 100 Hispanics were in the University of Washington graduate and professional programs in Fall, 1982 (Garcia, University of Washington Office of Minority Affairs, 1982).

Under-representation of Hispanics in higher education is especially severe in the fields of science, math and engineering. The under-representation compounds itself by leading to a scarcity of Hispanic mentors in higher education. The solitude of being an "only" Hispanic faculty member leads to expectations which often require Hispanic academics to be superstars or, failing that, to be thought of as second rate (Study in La Red/The Net, August, 1984).

At the faculty level, figures in Fall, 1982 showed half of one percent of the University of Washington's faculty was Hispanic, or a total of 15 FTE Hispanic faculty out of 2,400 (Garcia, 1982). At the administrative level there were five Hispanic administrators out of 560 at the University of Washington (Garcia, 1982). Washington State University shows a similar parallel: 5 Hispanic faculty out of 639 (Pyle, Washington State University, Information Service, 1983). At Evergreen State, which boasts the state's highest percentage of minority faculty members, 15 of Evergreen's 122 faculty members are minorities (Iritani, Seattle PI, 9-6-83). Nationally, 1979 data show 91% of faculty were White, 4.4% were Black, 1.5% were Hispanic, 2.9% were Asian and .2% were Native American (Equal Opportunity Employment Commission data in "Minorities in Higher Education," ACE, 1983).

A 1982 Commission on Mexican-American Affairs survey of private four-year institutions showed a total enrollment of 248 Hispanic students out of 23,000 or 1% (CMAA, 1982). Heritage College (Toppenish) was an exception to statewide Hispanic minority enrollments with 35 students of 295, or 12% (CMAA, 1983).

The representation of minorities in this state's higher educational system must continue to be a matter of concern. Low enrollments mean smaller numbers of graduate students and fewer minority faculty recruits. Although barriers may be more subtle, they are proving to be continually impenetrable.

2. Causes of the Problem

-College costs are rising

-Financial aid and support services are not keeping up

-Programs geared to the needs of minority students, such as special counseling/tutorial services or ethnic studies programs, are being pared down or dismanteled

-Weak higher education affirmative action programs

-Limited recruiting budgets

-Small ethnic populations in the Washington area and lack of political influence

-Inadequate pool of qualified minorities to fill faculty and administrative vacancies

-Lack of full university suport for bilingual education teacher training programs

-Racial discrimination and over-usage of traditional old-boy networks for hiring and promotion which work against minorities and women

-Lack of governmental enforcement by the judicial system

3. Current Resources to Address the Problem

-Ethnic studies programs

-State Board of Higher Education/Affirmative Action and Planning units

-State Board for Community Colleges/Affirmative Action and Planning units

-University and community college Offices of Minority Affairs

-Increasing pool of qualified Hispanic professionals

-Growing numbers of potential Hispanic students (43% of the state's Hispanic population is under 18 years of age)

-Temporary Committee of Educational Policies, Structure and Management--opportunity for comment

-National Chicano Council on Higher Education Doctoral Fellowship Program for Hispanics in Science

-Commission on Minority Affairs (a commission of the Washington Council on High School/College Relations, serving as a liaison between public schools and higher education)

-Minority Affairs Directors Council (minority affairs directors from the state's community colleges)

Statement of Planning Objective -- Post-Secondary Education

Statement of Objective

Commission on Mexican-American Affairs (CMAA) will initiate steps to advise governmental and educational institutions on policies which affect educational opportunity in higher education for Hispanic students, faculty and staff.

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 1	
CMAA will conduct an analysis of the undergraduate and graduate Hispanic enrollments, both in community colleges and in four-year public and private institutions	Ongoing
Step 2	
CMAA will undertake a study of the recruitment, retention and promotion of the Hispanic faculty and staff in the state's post-secondary education system, including the status of Hispanic women	Ongoing
Step 3	
CMAA will form an affirmative action network for monitoring the achievements of affirmative action plans and goals in higher education	September, 1984
Step 4	
CMAA will take an inventory of the special programs available to Hispanic students, including cultural studies and educational opportunity programs	December, 1984
Step 5	
CMAA will conduct a review of the number of Spanish surnamed university trustees and community college board members in the state's system of higher education, including the status of Hispanic women	December, 1984
Step 6	
CMAA will survey those institutions offering bilingual education programs in order to determine the number of graduates and availability of a future bilingual teacher corps	December, 1984

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 7	
CMAA will review legislative allocations to higher education, study college and university administrative budgets for ethnic studies programs, and review college and university financial aid for minority students over the last three years (Reagan administration)	March, 1985
Step 8	
CMAA will survey private foundations to determine minority scholarships and application procedures	March, 1985
Step 9	
CMAA will contact SPI and high school planners and staff to involve them in a solution to raise low Hispanic rates of high school completion and subsequent low Hispanic college enrollments	March, 1985
Step 10	
CMAA will conduct a survey of scholarships available to Hispanics through Hispanic service organizations and professional associations	June, 1985
Step 11	
CMAA will make the results of the above-mentioned studies available to: 1) the Governor's Office and governmental agencies involved in post-secondary educational planning; 2) Washington State's system of higher education; 3) community-based Hispanic organizations throughout the state; 4) legislators; and 5) political candidates at state and local levels	June, 1985
Step 12	
CMAA will write a position paper of support for more assistance to graduate education and post-secondary programs which provide recently trained Hispanic scholars the opportunity to enter the academic market place	June, 1985

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 13	
CMAA will initiate contact with and disseminate information to the Board of Regents at colleges and universities in areas with concentrations of Hispanics	June, 1985
Step 14	
CMAA will advocate for a community college open-door admissions policy; that is, the concept of serving those students who are academically under-prepared to enter directly into any post-secondary level classes	Ongoing
Step 15	
CMAA will function as a clearing house for matching bilingual education graduates with employment opportunities	Ongoing

ISSUE: VOTER REGISTRATION

Problem Statement

Population estimates for Washington State in 1983 indicate that there are approximately 130,000 Hispanic residents, about 3% of the population. However, Hispanics do not constitute a political force in relation to these numbers -- there are no Hispanic state legislators in Olympia and there are relatively few locally-elected Hispanic representatives. This lack of representation is true despite the fact that Hispanics are Washington's largest and fastest growing minority.

Problem Narrative

1. Description and Magnitude of the Problem

There are an estimated 300,000 "minority" persons of presidential voting age (18 and over) in the state of Washington (Fox, The Olympian, 2-26-84). About 73,660 persons, the 18-and-over segment of the state's 127,000 Hispanics, represent Washington's pool of eligible Hispanic voters (1982); eligible Hispanic voters in 1980 numbered 69,593 (Secretary of State's Office).

Several calculations are necessary to figure Washington's Hispanic voting block. For example, the U.S. Census estimates that nationally about 32% of eligible Hispanics, or 23,000 in Washington, are non-citizens. There is no information about how many of the remaining 50,500 were actually registered to vote in 1980. National Hispanic data showed a 1980 registration rate of 67% among eligible Hispanics (Southwest Voter Registration and Education Project, [SVREP]). Application of this rate to Washington's eligible Hispanics yields approximately 33,800 registered voters. Washington's Hispanic-oriented Northwest Coalition hoped to register 7,000 new voters in 1984.

In terms of Washington State's Hispanic voter turnout, there is no information available. The national voter turnout rate was 63.4% versus a national rate of 61.6% (SVREP). This voter turnout was part of an upward momentum. In 1976, 1.8 million Hispanics voted; in 1980, the figure was 2.1 million, an increased voter turnout of 352,000 (SVREP).

Increasing data on voting patterns and rationale show that Hispanic voters have found local issues more important than national issues. Hispanic voters tended to vote when basic municipal services and better schools were the issue (SVREP, "The Mexican American Electorate: Political Participation and Ideology," 1982). Experience has shown that registration drives undertaken in the Southwest by the SVREP have had the most effect in city council, school board, county and legislative races. Only recently has there been a growing interst at the state congressional level.

2. Causes of the Problem

-Lack of organized political participation and mobilization efforts

-Low rate of conversion to naturalized citizenship and resulting acquisition of voting rights

-Lack of bilingual material

-Lack of financial resources

-Discrimination in the forms of systematic withholding of bilingual voter materials and ballots (remedied by the Voting Rights Act of 1973)

-Chicano voter apathy

-The problem of voting and its relation to jury duty, the effect of jury duty on voter participation

-Absence of qualified and experienced minority candidates

-Lack of data on Hispanic voting patterns

3. Current Resources to Address the Problem

-Interested Hispanic community-based organizational network (including the Northwest Coalition, Hispanic Democratic Caucus, HISPAC [Republicans], etc.)

-A State Commission on Mexican American Affairs priority

-Southwest Voter Registration and Education Project (San Antonio) -- research, financial, technical assistance resources

-Secretary of State's bilingual voter registration informational resources

Statement of Planning Objective -- Voter Registration

Statement of Objective

A) To assist with the development and coordination of a bi-partisan Hispanic voter registration project whose aim is to register and mobilize 7,000 new Hispanic voters in the state of Washington by November, 1984.

B) To educate state and local officials on the significance of the state and local Hispanic vote, the ultimate goal being encouragement of governmental decisions meeting Hispanic needs.

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 1	
The Commission on Mexican-American Affairs (CMAA) and Commissioners will participate, whenever possible, in local fundraisers for voter registration campaigns	Ongoing
Step 2	
The CMAA and Commissioners will promote and participate in voter registration activities beyond the 1984 election year	Ongoing
Step 3	
CMAA will contact Hispanic community-based organizations to begin preliminary planning steps for coordinating and building a Hispanic voter registration campaign	February, 1984
Step 4	
CMAA staff and Comissioners will participate in an on-site training session conducted by the Southwest Voter Registration and Education Project (SVREP)	February, 1984
Step 5	
CMAA will develop a statewide list of the coalition's participants	March, 1984
Step 6	
CMAA will contact the Secretary of State with regard to developing and distributing bilingual voter registration information	March, 1984

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 7	
CMAA staff will participate in a Coordinator's training session given by the SVREP in San Antonio	April, 1984
Step 8	
CMAA will seek additional resources to finance analysis of U.S. Census tapes in order to identify areas with high Hispanic density and conduct county voter registration and participation profiles	April, 1984
Step 9	
CMAA will distribute voter registration information at each of its regular busines meetings	April, 1984 June, 1984 September, 1984 Ongoing
Step 10	
CMAA will participate in a campaign for voter education which involves:	
-developing a list of media contacts, with emphasis on the Spanish speaking media	April, 1984
-writing and distributing relevant press releases	April, 1984
-making appointments for TV and radio talk shows	Ongoing, 1984
-acquiring the SVREP's PSAs for distribution to Hispanic media contacts	April, 1984
-distributing and publishing SVREP's findings on th Hispanic electorate	July, 1984
-conducting workshops on how to organize a voter registration campaign, the techniques for actually registering voters, the use of the media, and financial arrangements	July, 1984 August, 1984 September, 1984
Step 11	
CMAA will research the state's legislative districts to determine if gerrymandering plays a significant role in limiting Hispanic political influence	May, 1984
Step 12	
CMAA will identify agencies and community-based organizations through a computerized Hispanic mailing list, making the list available to the public	May, 1984 Ongoing

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 13	
CMAA will identify and develop a list of agencies and others in possession of bilingual citizenship education information which includes the steps to citizenship, the requirements, and the community locations for citizenship classes	May, 1984
Step 14	
CMAA will prepare and distribute to the media and public officials, materials on the impact of the Hispanic voter's potential in the state's electoral process	September, 1984
Step 15	
Commissioners and CMAA staff will share information with Southwest Voter Registration and Education Program's 8-10 county regional planning committees in charge of regional voter registration efforts	September, 1984
Step 16	
CMAA will assist with determining: 1) the number of Hispanics registered in the state; 2) the number of non-citizens; 3) types and forms of political participation, and 4) particular issues and concerns of Hispanics	October, 1984

ISSUE: THE HISPANIC ELDERLY

Problem Statement

The Hispanic elderly in Washington State are in "triple jeopardy:" they are old, poor and a member of a minority. Because of this status, the state's approximately 7,600 55+ population is significantly under-served. In terms of income, education, health status, and participation in federal and state programs for the elderly, these Hispanic older persons are "the neediest of the needy," a minority among minorities.

Problem Narrative

1. Description and Magnitude of the Problem

According to the 1980 census, there were 7,584 Hispanic persons 55 years of age or older in the state, or about 1% of the state's elderly population. Of this number, 4,811 were 60+, including 618 people over seventy-five years of age. The approximately 4,800 older Hispanics represent a growth of 45% from 1979's population of 3,318 "Persons of Spanish Language" over 60 years years of age. It should be noted that the State Bureau of Aging figured the degree of accuracy in the minority elderly count could be off as much as 40%.

This 1980 Hispanic elderly population interestingly represents a drop in the proportion of the older Hispanics in the overall state Hispanic population, due mainly to the growth in the younger Hispanic population segments. Nationally, the proportion of Hispanic elderly in the population also dropped from 4.4% to 3.6%, due to increased under-18 figures (Asociacion Nacional Pro Personas Mayores, listed hereafter as ANPPM).

In terms of income, Hispanic elderly are well below the national average. A 1977 survey showed per capita income stood at $3,215 per year, with 30% of this nation's Hispanic elderly defined as "poor" (ANPPM). For a family of

four, this figure amounts to an annual income of $12,860. This $12,800 figure compares poorly with the median household income for the state of Washington, for example, which was listed in 1980 as $18,367. The income disparity exists regionally as well. In Western Washington, for example, Pierce County showed a median income of $16,402, and in Eastern Washington, Yakima County reported $14,780. In a 1981 survey of 110 elderly people in the Yakima Valley, two of three respondents reported per capita annual income of $5,500 (Paz, "Chicano Rural Elderly: A Study of Their Natural Helping Networks and Help-seeking Behavior," 1982; the survey included Yakima, Wapato, Toppenish, Granger, Sunnyside, Grandview, Mabton, Othello and Moses Lake).

When compared to other minority elderly groups, Hispanic elderly are likely to have less income. A 1980 U.S. Census sample data report showed household median income for White elderly over 65 years of age at $13,146; median income for Black elderly 65+ at $11,503; American Indian at $8,988; and Pacific/Asian elderly median income at $15,864. Hispanic elderly income was calculated at $10,613, about $2,500 per year lower than White 65+ populations. As a result, Hispanic elderly were twice as likely to be living in "poverty status" as defined by the Census (State Bureau on Aging and Adult Services; 1980 Census/sample data). Nationwide the U.S. Census defined four of every ten elderly Hispanic as "poor" or "near poor."

In terms of education, Yakima Valley elderly reported an average education of 2.8 years (Paz). The same study reported that the majority of these elderly were monolingual. In a related statistic, Yakima County reported 19,019 Spanish-speakers in 1980. Nationally, research conducted in 1982 showed that 41% of the nation's Hispanic elderly males and 48% of females

had less than five years of education, compared to 8% of their White counterparts (ANPPM). The same survey showed that 17% of Hispanic elderly had graduated from high school, compared to 33% of the Anglo population and, among Mexican-Americans, only 3% of the elderly had completed high school (ANPPM).

Health existed as the number one concern of Hispanic elderly according to a 1980 national survey (income and morale were ranked #2 and #3) (ANPPM). Health concerns and longevity are intertwined. The life expectancy of Hispanic elderly was placed between 55 and 59 years of age for the 1970's (ANPPM, 1975). The average life expectancy for a White person in 1981 was 74.2 years (for the Black population, 68.7; Hispanics not available. In: Monthly Vital Statistics Report, 6-22-84). This low life expectancy, combined with the youthfulness of the state's Hispanic population, means Hispanics are over-represented among taxpayers and under-represented among beneficiaries.

Hispanic elderly participate in state services at the lowest rate of any minority group. According to the Bureau of Aging and Adult Services (BAAS), in 1982 only 411 of 4,800 Hispanic elderly participated in the state and federal nutrition program in Washington State (BAAS, Olympia). This less than one percent state figure compared unfavorably to a 4% participation rate found in nutrition services nationwide under the Older Americans Act (ANPPM, 1983).

In terms of social services, another research finding was that 40% of the Yakima Valley's elderly do not use any social service at all (Paz, 1982). Only 2% of the Valley's Hispanic respondents stated they would use a government representative for assistance with governmental services (Paz, 1982).

There are several reasons why Hispanic elderly are not likely to participate in services. The three main reasons are lack of knowledge about services, lack of bilingual service providers and staff, and lack of transportation. In addition, social workers reported that linking Hispanic elderly to services often took two to three times as long as the White elderly population (Senior Services of Washington [SSOW] Panel, 1983). Other social researchers and providers attributed under-servicing of Hispanic elderly to an elderly Hispanic's special place in the family, pride, ability to adapt to hardship and spiritual strength (SSOW Panel, 1983). National surveys reported that 61% of Hispanic older persons knew of services, and 42% used at least one; 40% did not use any social service, and 81% used two or fewer services (Lacayo, 1980).

2. Causes of the Problem

-Cultural differences (special place in the family, pride, ability to adapt to hardship, spiritual strength, language)

-Lack of publicity, both in general and in bilingual formats

-Incomplete, under-analyzed data, including both inadequate baseline data and service delivery data

-Lack of bilingual social service staff

-Inadequate funding for Hispanic elderly outreach

-Lack of transportation

3. Current Resources to Address the Problem

-Some $85.3 million in state and federal monies through the Bureau of Aging and Adult Services for services to the elderly. This biennial figure includes:

* $14 million from the state's Senior Citizens Services Act for similar, supplementary services, including $980,000 for Volunteer Chore Services where volunteers help elderly remain in their own homes;

* $8 million for congregate care facilities;
* $41 million for Chore services, assisting elderly payments to Chore workers who help around the house;
* $1.1 million for adult day health care for day care centers;
* $2.2 million for adult family homes of smaller group hiring situations;
* $51,000 for nursing home discharge allowances

-State Bureau of Aging and Adult Services/DSHS (Olympia) as enlightened, sensitized planning unit. These monies are distributed to 23 planning units, called Area Agencies on Aging, by the Bureau of Aging according to formulas based on geography, number of elderly, minorities 75+ population and non-speaking English elderly. The Bureau recently adjusted the formula to benefit the more "vulnerable" and "underserved" elderly populations. The Bureau has begun to work closely with Hispanic groups, including the Commission, to reach these groups

-23 Area Agencies on Aging (regional planning units), some with bilingual capabilities

-Bilingual social service delivery network (community-based organizations)

-Change in state's funding formula to minority and non-English speaking elderly

-Federal mental health monies of $600,000 administered by DSHS for minority and elderly mental health programs

Statement of Planning Objective -- The Hispanic Elderly

Statement of Objective

To increase the particpation of Hispanic elderly in the state and federally funded services available to all elderly people in this state

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 1	
The Commission on Mexican-American Affairs (CMAA) will contact and acquire data from the state Bureau of Aging and Adult Services about a) data available on Hispanic elderly, b) aging network services available to older persons, and c) participation rates	April, 1984
Step 2	
The CMAA will contact the Bureau of Aging quarterly to monitor the Bureau's review of Area Agency plans concerning the special needs of minority elderly, especially the non-English speaking	April, 1984-85 July, 1984-85 September, 1984-85 December, 1984-85
Step 3	
The Commissioners and CMAA staff will monitor the progress of state and local Area Agency four-year plans in serving Hispanic elderly	(Area Agencies) April, 1984 (State) June, 1984
Step 4	
The CMAA will provide information about its list of Hispanic community-based organizations to the state Bureau of Aging and Adult Services (May) and to the Commission's Interagency Advisory Council on Mexican-American Affairs (October)	May, 1984 October, 1984
Step 5	
The CMAA will assist the Bureau of Aging with development of a training program about barriers to serving the Hispanic minority elderly (the training package will include historical, psychological, socio-economic and cultural facets).	June, 1984

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 6	
The CMAA staff will serve as trainers at a two-day conference on serving minority elderly for the aging network (Area Agencies on Aging)	July, 1984
Step 7	
CMAA will approach the Bureau of Aging and Adult Services to identify someone who will serve on the Commission's Interagency Advisory Council	September, 1984
Step 8	
The CMAA will provide a list of Hispanic community-based organizations to state agencies working in the field of aging	October, 1984
Step 9	
The CMAA, in conjunction with the state Bureau of Aging and Adult Services, will survey Hispanic community-based organizations to determine their involvement with the state's Hispanic urban/rural elderly population	October, 1984
Step 10	
The CMAA, in conjunction with the state Bureau of Aging and Adult Services and conference participants, will develop a statement of policies for serving minority elderly after the conference is held	October, 1984
Step 11	
The CMAA, in conjunction with the state Bureau of Aging and Adult Services, will look into staffing paterns in the state aging network to determine the representation of Hispanics	January, 1985
Step 12	
The CMAA will assist the state and local aging network in hiring more bilingual staff	Ongoing, 1985

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 13	
The CMAA, in conjunction with the Bureau of Aging, will review the membership of the advisory boards of the Administration on Aging/Region X (Seattle) and the state Council on Aging to determine the Hispanic representation and assist with recruiting Hispanics as new members	Ongoing, 1985
Step 14	
The CMAA will monitor the Bureau of Aging and Adult Services 1985 needs assessment, making sure of Hispanic representation in the random sample and assisting with hiring of bilingual/bicultural researchers and interviewers	March, 1985

ISSUE: COMMISSION'S ADMINISTRATIVE, FINANCIAL AND LEGISLATIVE WELL-BEING

Problem Statement

The Commission has a legislative responsibility for improving the well-being of the state's Hispanic population and for increasing that population's participation in government, business and education. However, there is a large gap between the lawmakers' intent and legislative funding. The Commission is severely under-funded and under-staffed. These limitations affect the Commission's effectiveness at governmental levels and interfere with the group's credibility in the Hispanic community.

Problem Narrative

1. Description and Magnitude of the Problem

The Commission is responsible for advising government on the unmet needs of the state's 127,000 Hispanics, Washington's fastest growing minority group. Given the regional concentrations and rapid growth of the Spanish speaking population, it is imperative that the Commission conduct regular regional hearings in order to receive current information on Hispanic needs and provide alternatives to governmental agencies. The Commission's agenda at these meetings covers unmet needs in such areas as health, education, housing, voter registration, unemployment, economic development, immigration, and Hispanic elderly. The Commission has budgeted for ten meetings during the biennium ($12,000 biennial travel budget); approximately $1,200 is needed per meeting for eleven Commissioners plus Executive Secretary. The most effective meeting schedule would be every month, or a total of 24 meetings.

The Commission also has a staff of 1.3 full-time equivalents (FTE) -- one full-time Executive Secretary and one-third of a secretary who is

shared with two other minority agencies. There are also two part-time Green Thumb older workers who provide receptionist/clerical support. Commission staff handles 100 calls per month and has handled the production, packaging and distribution of up to 335 pages of information per month. The Commission's governmental advisory capacity is significantly limited because of a lack of mid-management research and support staff. The insufficient staff places the Commission in a position of only being able to react to crisis events.

2. Causes of the Problem

-Perceived insignificance of state's low percentage of minority population (3%)

-State economic difficulties and resulting budgetary reductions

-Lack of Hispanic political influence in state government

-Smallness of agency and corresponding vulnerability to easily applied budget cuts

-Past tumultuous history of the Commission

-Lack of legislative confidence in Commission's ability to solve problems

3. Current Resources to Address the Problem

-Full complement of eleven Commissioners

-A two-year comprehensive plan of action

-Increased communication and community liaison

-Sympathetic executive level of government

-Credible two-year track record, 1983-present

Statement of Planning Objective -- Commission's Administrative Well-Being

Statement of Objective

The Commission will seek supplemental funding for the current biennium and increased funding for the 1985-87 biennium for the purpose of expanding staff, travel, and office equipment capabilities.

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 1	
Each Commissioner will document his/her activities and submit the activity list to the Executive Secretary at each meeting	Ongoing
Step 2	
CMAA will maintain a current pool of resumes for potential Commission membership, with adequate representation for Hispanic women and for Hispanics who are not of Mexican heritage; the latter pool being for membership in the category of "general populace of the Spanish-speaking population"	Ongoing
Step 3	
Executive Secretary will prepare a discussion draft and version of a two-year plan outlining the Commission's responsibilities	March, 1984
Step 4	
Executive Secretary will prepare a financial analysis of needs	March, 1984
Step 5	
CMAA will survey community sentiment regarding a proposed name change and make a determination on whether or not to proceed on the name change	January-June, 1984
Step 6	
CMAA staff will prepare a letter to OFM to request emergency money to cover an unanticipated unemployment insurance payment of $3,000 due on July 1, 1985	June, 1984

Major Action Steps to Achieve Objective	Estimated Date of Completion
Step 7	
Commission staff will contact the Code Revisor's Office to determine if and when the Commission is scheduled to undergo "sunset review"	June, 1984
Step 8	
CMAA will regularly update the Commission's Administrative Policies for itself and for the Executive Secretary	Annually in June
Step 9	
CMAA staff will prepare an orientation packet for new Commissioners and outline the contents of an orientation session as part of office policies and procedures	June, 1984
Step 10	
CMAA will prepare documentation for increasing the agency's budget for the next biennium	June, 1984
Step 11	
Each Commissioner will get in touch with and brief local legislative and governmental contacts on the Commission's budget	September, 1984 January, 1985
Step 12	
Executive Secretary and/or Commissioners will write up a proposal for a student intern for the purpose of providing research capability for the Commission	February, 1985
Step 13	
The Executive Secretary, together with the Chairperson, will annually review and evaluate the Commission's progress on the master plan's action steps	June, 1985

Chapter 43.115
STATE COMMISSION ON MEXICAN-AMERICAN AFFAIRS

Sections

43.115.010 Legislative declaration.
43.115.020 Commission created.
43.115.030 Membership——Terms——Vacancies——Travel expenses——Quorum.
43.115.040 Officers and employees——Rules and regulations.
43.115.050 Duties——Advisory council.
43.115.060 Relationships with local government and private industry.
43.115.900 Severability——1971 ex.s. c 34.

43.115.010 Legislative declaration. The legislature declares that the public policy of this state is to insure equal opportunity for all of its citizens. The legislature finds that Mexican-Americans and other Spanish speaking Americans have unique and special problems. It is the purpose of this chapter to improve the well-being of Mexican-Americans and other Spanish speaking Americans by insuring their participation in the fields of government, business, and education. The legislature further finds that it is necessary to aid Mexican-Americans and other Spanish speaking Americans in obtaining governmental services in order to promote the health, safety and welfare of all the residents of this state. Therefore the legislature deems it necessary to create a commission to carry out the purposes of this chapter. [1971 ex.s. c 34 § 1.]

43.115.020 Commission created. There is created a Washington state commission on Mexican-American affairs. [1971 ex.s. c 34 § 2.]

43.115.030 Membership——Terms——Vacancies——Travel expenses——Quorum. (1) The commission shall consist of eleven members appointed by the governor with the advice and consent of the senate. The membership shall include:

(a) Two members from workers in the agricultural field;

(b) Two members from the general populace of the Spanish speaking population;

(c) One member from the field of education;

(d) One member from professional services; and

(e) One member from among elected trade union officials;

(f) Four members from the Mexican-American community in the state.

(2) The members shall hold office commencing July 1, 1971 for four years and until their successors are chosen and qualified. Four of the initial appointees shall be appointed for two-year terms and three shall be appointed for four-year terms. Vacancies shall be filled in the same manner as the original appointments.

(3) Members shall receive reimbursement for travel expenses incurred in the performance of their duties in accordance with RCW 43.03.050 and 43.03.060 as now existing or hereafter amended.

(4) Six members of the commission shall constitute a quorum for the purpose of conducting business. [1975-'76 2nd ex.s. c 34 § 130; 1971 ex.s. c 34 § 3.]

Effective date——Severability——1975-'76 2nd ex.s. c 34: See notes following RCW 2.08.115.

43.115.040 Officers and employees——Rules and regulations. The commission shall:

(1) Elect one of its members to serve as chairman;

(2) Appoint a full time executive secretary;

(3) Appoint a staff who shall be state employees pursuant to Title 41 RCW; and

(4) Adopt rules and regulations pursuant to chapter 34.04 RCW. [1971 ex.s. c 34 § 4.]

43.115.050 Duties——Advisory council. (1) The commission shall advise state departments and agencies regarding appropriate action to be taken to help assure that state programs are providing the assistance needed by Mexican-Americans and other Spanish speaking Americans.

(2) The commission shall further advise such departments and agencies on the development and implementation of comprehensive and coordinated policies, plans, and programs focusing on the special problems and needs of Mexican-Americans and other Spanish speaking Americans.

(3) Each state department and agency shall appoint one staff member to an interagency advisory council on Mexican-American affairs. The advisory council shall give technical assistance to the commission in order that the commission may carry out the purposes of this chapter. [1971 ex.s. c 34 § 5.]

43.115.060 Relationships with local government and private industry. In carrying out its duties the commission may establish such relationships with local governments and private industry as may be needed to promote equal opportunity for Mexican-Americans in government, education and employment. [1971 ex.s. c 34 § 6.]

43.115.900 Severability——1971 ex.s. c 34. If any provision of this act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected. [1971 ex.s. c 34 § 7.]